



FEYZİYE
SCHOOLS
FOUNDATION
•1885•

CHILD PROTECTION POLICY



İŞİK SCHOOLS

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Our Vision

In light of our values from the past, we enlighten the future through education.

Our Mission

To this end, it aims to educate its students as individuals who are adaptable thinkers, lifelong learners, able to apply new ideas and methods, with ethical and cultural values, critical thinking skills and with respect for diversity. It also aims to raise students who contribute to social well-being and universal development with productivity in accordance with their own interests and abilities, and who are environmentally aware of a sustainable world, harnessing the transformative power of reason and science through innovative programmes.

Our Aims

The foundation of the educational philosophy of FMV Işık Schools is to achieve the following goals in line with the principles set by Atatürk:

- To ensure that our students acquire the knowledge and values related to the rights of all living beings, especially the rights of the child, within the framework of respect, peace and tolerance required by the culture of living in unity.
- To support our students in becoming inquiring individuals through their thoughts and actions, self-awareness, entrepreneurial outlook, innovation in creativity and productivity, and balanced in their social relations and developed in their thinking skills.
- To raise individuals who understand different cultures, have the skills to communicate effectively in a global context and understand the richness of diversity.
- To raise individuals who use their language skills at the highest level, especially their mother tongue, who are competent in English, who have developed communication skills in a second foreign language, and who play an active role in international events.
- To support our students' perception of national and universal knowledge and the values they have acquired through an active learning approach with a transformative perspective.
- To create learning environments where students can use innovative digital skills effectively, while respecting ethical values.
- To educate individuals who embrace universal ethics and academic integrity as a principle in all their endeavours.
- To ensure that our students become individuals with a developed sense of responsibility, autonomy, versatility and sustainable life skills.
- To enable our students to engage in national and international experiences with their scientific, social, artistic and sports skills through high quality education.
- To equip our students for higher education by helping them develop self-awareness and set goals aligned with their interests and strengths.

IB (The International Baccalaureate®) Mission

The International Baccalaureate aims to educate young people who are inquisitive, enquiring, knowledgeable and sensitive, who will help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop seminal international education programmes and rigorous assessment methods.

This policy constitutes the principles of FMV Işık Schools Child Protection Policy.

1. Introduction and General Information

1.1. What is a Child Protection Policy?

The Child Protection Policy has been established in order to create a safe environment where children can stay away from neglect and abuse that may be applied to them and where all their rights can be protected in the event that any of their rights are taken away from them. The policy must be used by Feyziye Schools Foundation Schools and its stakeholders. All processes implemented within the school are carried out in accordance with the policy regardless of the difficulties that may be encountered. In cases where it will be difficult to comply with the policy due to security or laws, the situation is transferred to the "Child Protection Team" and the action plan is created in accordance with the decision to be taken. To create a safe environment for children:

The concepts of child protection and child abuse are defined.

b. A Child Protection Team is formed.

c. The child protection policy is effectively developed and the organisational principles necessary for its implementation are examined.

d. Information is given about Child Protection Policy practices.

e. How the obstacles and difficulties that the organisation may face can be overcome and possible solutions are investigated.

1.2. Why do we need a child protection policy?

Feyziye Schools Foundation has a holistic structure that puts children at the centre. It has been taken into consideration that the needs of children are different from those of adults and a rights-based policy has been established in this context. One of our most important responsibilities as a school is to ensure that children are in the safest environment and to create the necessary environment for them to know and use their rights. In this context, the policy is implemented by all stakeholders to keep the policy effective.

1.3. Who is the Target Audience of Child Protection Policy?

Feyziye Schools Foundation Child Protection Policy is both an internal and external policy. The main objective is to clearly demonstrate our institutional assurance for the protection of children from harm. The policy is of high importance for all children, families and teachers at Feyziye Schools Foundation Işık Schools. It covers the people and their responsibilities in every environment, situation and area that the child interacts with. In addition, all providers we work with as an organisation are also included in this target audience. All stakeholders approve the work carried out in line with this policy due to their relationship with Feyziye Schools Foundation.

2. Definitions of Child Abuse and Cultural Sensitivity

Child abuse is the situation in which a child in the 0-18 age group is affected by any person or persons by a damaging, non-accidental and preventable behaviour. This behaviour should be a behaviour that prevents the physical and psycho-social development of the child, is outside the cultural values of the society in which it occurs and is approved as abuse by the expert (Polat, 1993).

Cultural Sensitivity: Feyziye Schools Foundation Işık Schools are sensitive to the values, customs and traditions of the cultures in the school community. It aims to provide children with an understanding that is sensitive and respectful to different cultures. However, if this culture has a negative impact on the emotional and physical development of the child, or if it leads to abuse of the child, the school believes that this should not be considered as a cultural difference. When necessary, the Child Protection Team assesses the situation and determines the measures to be taken to protect the child.

2.1. Physical Abuse

Physical abuse can be defined in the broadest sense as "non-accidental injury to the child". The most common case is assaulting and beating the child. "Abuse that leads to the appearance of ecchymoses, fractures, burns and all kinds of similar lesions that cause physical damage to the body" is physical abuse. In physical abuse, there is non-accidental injury and abuse of the child. It includes different forms of physical harm such as hitting, shaking, grabbing, throwing, pushing, burning, suffocating the child.

2.2. Emotional Abuse

Emotional abuse is any on chronic action or inaction that disrupts the child's vision or emotional integrity. It is the continuous emotional mistreatment of a child in a way that leaves significant and long-lasting effects on the child's emotional and psychological development. Swearing at the child, leaving the child alone, misleading, frightening, intimidating, not meeting the child's emotional needs, mocking, humiliating the child are forms of emotional and psycho-social abuse.

In addition, actions such as constantly expecting more from the child than the child can do, over-protecting the child, making the child dependent, over-authorising the child, expecting responsibilities beyond his/her age, discriminating between siblings and peers, comparing the child with his/her peers, severe punishment incompatible with the child's behaviour and physical violence even if it does not cause visible physical harm are also included in this abuse group.

2.3. Sexual Abuse

Sexual abuse refers to forcing, supporting and using the child as a tool to engage in any sexual activity to fulfil sexual needs and desires, whether the child is aware of it or not, with or without the child's consent. These activities may take the form of physical intercourse with or without sexual intercourse, exhibitionism, voyeurism, sex talk, using children in pornography, exposing children to look at pornographic content, causing them to behave in inappropriate situations, supporting them to exhibit sexually inappropriate behaviours.

2.4. Sexual Abuse

Any kind of interaction that negatively affects the emotional and physical development of the child through information and communication technologies is included in this type of abuse. In online environments, the child is exposed to hate, suppression, persistent stalking, harassment, bullying, violent and pornographic images and is affected, causing disruption of emotional, social and physical development. This type of abuse also includes other types of emotional, physical, sexual and neglect abuse. The fact that the people who are obliged to take care of the child are not protective and informative against situations where the child may face cyber abuse is also included in this type of abuse.

2.5.Neglect

Neglect is the failure of the person responsible for taking care of the child/people responsible for students in the school environment to fulfil this obligation, even if they are able to do so, and ignoring the child's physical or emotional needs by not meeting them. It is defined as not paying the necessary attention to issues such as nutrition, clothing, hygiene, medical needs, adequate social relations, emotional needs or optimal living conditions.

3. Our Responsibilities as an Educational Institution

All internal and external stakeholders of Feyziye Schools Foundation are responsible for protecting the well-being of children, providing the necessary safe environment and supporting the implementation of the relevant policy. Regardless of their position or duties, everyone under the roof of Feyziye Schools Foundation at any level has the following responsibilities.

- To provide training to all internal and external stakeholders of Feyziye Schools Foundation on our Child Protection Policy and practices for the protection of children by relevant officials/experts.
- To report all allegations of actual or suspected abuse involving children.
- Reporting all incidents or suspected incidents of staff misconduct against children.
- To carry out the necessary work in accordance with the Child Protection Policy and to ensure that it is carried out.

4. Principles Underlying the Child Protection Policy

Feyziye Schools Foundation is aware of its responsibilities in the field of child protection with all its campuses, all schools, and the units and departments housed in schools. From this point of view, it is aware of the importance of preventive activities to prevent any kind of harm to its students. It focuses on the following principles by giving importance to regular and consistent information among all Işık Schools;

- Feyziye Schools Foundation and all its schools recognise and respect children's rights as set out in the United Nations Convention on the Rights of the Child, ratified in 1989.
- Feyziye Schools Foundation provides a school environment where students know that they are valued, that they are safe, that they can speak up and that they will be truly listened to.
- In all schools affiliated to Feyziye Schools Foundation, the school community in charge recognises that it is a personal, institutional and inevitable responsibility to protect children from all kinds of harm.
- Feyziye Schools Foundation and all of its schools consider the best interests of the child in all measures and decisions to be taken.
- By providing the necessary training and support to all individuals working within the Feyziye Schools Foundation, it enables them to recognise, prevent and influence child protection risks and incidents that may arise.
- Feyziye Schools Foundation receives support from experts and/or official institutions when necessary.
- Feyziye Schools Foundation regularly monitors the implementation of the Child Protection Policy through the Foundation Child Protection Team and this policy is reviewed once a year.

4.1.Preventive Actions

Feyziye Schools Foundation is obliged to take measures to prevent any situation that may harm children. Prevention of abuse lies at the heart of child protection. It confirms that corporate awareness supports positive employee behaviour, reduces the frequency of non-accidental and preventable incidents and that concerns about child protection can be observed in advance and action will be taken. In this context, it offers the following preventive actions.

Raising awareness: Feyziye Schools Foundation makes sure that the Child Protection Policy it implements is shared effectively and regularly with the entire school community. It shares the Child Protection Policy with its stakeholders through appropriate means (parent letters, posters, newsletters, website, school magazines, etc.). As a result of this sharing, all stakeholders (all educators and support staff) are aware of their responsibilities towards students. Adopts to be a good listener for all students, cares about changes in children's behaviour and knows that these changes may be a sign of support needs, neglect or abuse.

Behaviour Rules: Feyziye Schools Foundation informs all its stakeholders about the rules of behaviour and responsibilities contained in the Child Protection Policy in order to prevent possible abuse incidents and to clearly state its expectations.

Feyziye Schools Foundation states the sensitivity of the school regarding the following points and expects sensitivity from its stakeholders on these issues:

- To know the definitions of neglect and abuse for the protection of children.
- To know their responsibilities for the protection of the child.
- Knowing the responsibilities to be fulfilled in case of suspected/realised neglect-abuse.
- Knowing that they must act in accordance with the Child Protection Policy.

4.1.1.Recruitment Process

Based on its goals and principles, Feyziye Schools Foundation carries out activities to select the right candidate for the right job. The sensitivity shown by the organisation during the recruitment process and the extent to which it monitors the process can be referred to as measures that can be used to deter criminals / those who are prone to neglect and abuse. Feyziye Schools Foundation takes all meaningful measures to prevent unsuitable people from working with children. In order to prevent problems that may arise afterwards, the Human Resources Department checks all candidates for suitability and reference persons. Prior to this, it examines the candidate's communication with children through the questions asked to the candidate during the interviews with the candidate. A harmonisation meeting is held with all recruited employees before they start working, where a detailed section is devoted to "Corporate Ethics" and Child Protection Policy. All employees are monitored and evaluated according to the criteria for ethical behaviour towards children during their term of office.

4.1.2.Trainings

4.1.2.1 Training of the School Community: Feyziye Schools Foundation, in order to protect both themselves and the entire school community by being aware of the sensitivity of the issue and the school's awareness of all parties belonging to the school community, creates a continuous open perception of the Child Protection Policy and conducts trainings to prevent all possible problems before they arise. Feyziye Schools Foundation provides the necessary time and resources to its employees for writing, updating, executing the policy and preparing trainings.

4.1.2.2 Training of Students: Feyziye Schools Foundation knows that educating and raising awareness among students is one of the most important steps in child protection. Due to the pedagogical training its educators have received, the foundation recognizes the importance of topics related to child protection being added to the curriculum and corresponding lesson planning. In this context, it ensures that appropriate curriculum plans are developed at the preschool, primary, and high school levels. It makes sure that these curriculum plans are implemented properly. The school carries out awareness-raising and behavior-modifying activities at all levels through group meetings, individual and class sessions, and seminars aimed at protecting the child's safety and preventing abuse. When necessary, it requests the participation of parents in these plans and gathers their feedback. Based on the feedback received, the educational program is regularly reviewed.

4.1.2.3 Training of Parents: Feyziye Schools Foundation is aware that parents are the biggest collaborators in child protection and follows various methods in this context. Parents are stakeholders in the protection of the child together with the school. The school informs parents about "protecting children from abuse" through seminars, bulletins and individual interviews when necessary.

- a. The school emphasises the importance it attaches to the Child Protection Policy by sending information to parents at the beginning of the academic year.
- b. The school ensures that the articles of the "United Nations Convention on the Rights of the Child" are included in the curriculum.
- c. The school informs parents collectively or individually about the Child Protection Policy.
- d. The school shares with parents its expectations for the protection and well-being of the child (ensuring that the child's physical, emotional, cognitive, self-care and social development is monitored).
- e. Seminars/workshops are organised by school psychological counsellors and experts in the field for parents on the topics needed (Adolescence Period, Developmental Characteristics, Healthy Communication with Adolescents, Technology and Substance Addiction, Risky Behaviours).

4.1.2.4 Training of School Staff: Feyziye Schools Foundation Işık Schools serve children from kindergarten to 12th grade at all its campuses. A large number of employees working in various positions at the campuses are in the same environment with children. These include teachers, educational administrators, library staff, as well as support staff such as shuttle drivers, shuttle hostesses (shuttle guides), cafeteria staff, security guards and cleaning staff.

The organisation is responsible for the information or training of everyone working with and for children. The issues to be prioritised in the information or training provided have been identified. These are: Information about the Child Protection Policy, communication with children, child abuse, types of child abuse, signs of abuse and common behavioural patterns of abused children, updated statistical information on child abuse, what to do in case of suspicion/suspicion of neglect and abuse and our responsibilities. In addition, it is also obliged to train employees to protect themselves so that they are not involved in any abuse.

4.1.3. Awareness with Curriculum Content

At all Feyziye Schools Foundation Işık Schools' campuses, from kindergarten to high school, preventive activities, awareness raising activities and branch-based practices regarding the Child Protection Policy are integrated into the curriculum and carried out on a regular basis.

A structure is created to prevent all kinds of environments and situations where students can be physically and emotionally harmed, regardless of their age group. It is aimed to raise awareness among students about their rights and protection policy requirements.

The Universal Declaration of the Rights of the Child is visibly displayed in various areas of school buildings. Extra curricular activities, projects, competitions, ceremonies and exhibitions are shaped to serve these issues. Activities related to children's rights are organised every academic year. Thus, it is aimed to raise the level of awareness of the school community and parents.

The basic principles of the curriculum are as follows:

- a. The aim is to increase the desire to learn in every student and to win him/her over.
- b. The school community is based on respect, love and tolerance for differences. Behaviours involving humiliation, pressure and violence are not allowed.
- c. Students are offered spaces where they can show their talents and express themselves.
- d. Students are clearly informed in advance of the sanctions they will face if they do not comply with any rule and they are applied in the same way by everyone.
- e. Students are ensured to participate in the lesson/activity by taking into account their individual differences inside or outside the lesson.
- f. Students are supported with additional studies in areas where they are behind or inadequate.
- g. Academic and emotional development processes are monitored by each subject teacher and shared at the branch teachers' board held every term. Measures are taken when necessary.

4.1.3.1 Kindergarten: Physical and emotional protection of students and raising awareness of self protection are prioritised. In kindergarten, children are trained in communication skills, rights and responsibilities, recognising emotions, expressing themselves, touch rules, recognising safe and unsafe touch, saying "No", sexual identity development, physical awareness, privacy education, respect for differences, peer solidarity, safe and conscious use of technology.

4.1.3.2 Primary School: The primary school level, where students undergo rapid change and development physically, mentally, spiritually and socially, is considered as a productive process for students to gain awareness of self-protection. All opportunities provided by the curriculum are used to serve the Child Protection Policy. In primary school, children are trained on recognising emotions, expressing oneself, communication skills, knowing who and how to get help in which situations, the Declaration of the Rights of the Child, personal boundaries, saying "No", distinguishing safe and unsafe touch, touch rules, developmental characteristics, physical awareness, privacy education, respect for differences, peer solidarity, bullying, characteristics of pre-adolescence, safe and conscious use of technology.

4.1.3.3 Secondary School:

The high school curriculum takes a holistic view of "Children's Rights". In addition to the subjects in the curriculum, it aims to draw attention to and raise awareness of children's rights and responsibilities in the entire school community through school-wide activities by enriching the curriculum. In high school, studies are carried out to ensure that adolescents avoid risky behaviours with the awareness and sensitivity they will gain within the framework of healthy sexual development and safe sexuality, respect each other's differences, recognise and accept their rights and freedoms, and raise awareness about peer bullying, cyber bullying, sexual abuse, safe and conscious use of technology.

4.1.3.4 High School:

The high school curriculum takes a holistic view of "Children's Rights". In addition to the subjects in the curriculum, it aims to draw attention to and raise awareness of children's rights and responsibilities in the entire school community through school-wide activities by enriching the curriculum. In high school, studies are carried out to ensure that adolescents avoid risky behaviours with the awareness and sensitivity they will gain within the framework of healthy sexual development and safe sexuality, respect each other's differences, recognise and accept their rights and freedoms, and raise awareness about peer bullying, cyber bullying, sexual abuse, safe and conscious use of technology.

4.1.4 Trips

Trips are planned according to the curriculum and age groups. Research is done about the place to be visited. A risk assessment is made before the excursion and excursions with security vulnerabilities are not organised. The trips to be made are planned as a result of the information obtained by applying to the opinions of experts. Processes such as the road to be travelled, duration of the trip and traffic conditions are added to the planning.

On boarding trips, the necessary security measures are taken in advance at the hotel (mini bars are emptied, +18 TV channels are switched off, locks are put on the windows, etc.). No adult and student can stay in the same room. The number of teachers and guides is determined according to the number of students (1 teacher for 10 students, 1 deputy director for 40 students, guide and nurse on boarding trips, etc.). In all trips, students are insured by the tourism company. The excursion process is carried out in accordance with the excursion guidelines.

At the end of the process, an evaluation is made in line with the place and the programme. Necessary precautions are taken for the next trip. If any inconvenience is detected, the trip is not repeated.

4.1.5. Technology Usage

Within the scope of Education Technologies Policy, the topics of Digital Citizenship, Digital Security, Digital Rights and Responsibilities in the information technologies course curriculum are mainly explained. In the course content, students are informed about the negativities they may encounter in the virtual world and social media (cyberbullying, privacy violations, deceptive and harmful content). They are informed how they should behave against these negativities and what responsibilities they have when using social media.

In addition, the IT Department uses various security software to prevent access to objectionable web areas in areas with internet access within the school.

Feyziye Schools Foundation acts within the framework of the 'best interests of the child' in the use of all visual and written documents of children. It acts fairly while protecting any depiction of a child, the child's experience, identity and dignity. Verbal (in their native language) and written permissions are obtained from parents/guardians or carers before using photographs, films, camera footage, voice recordings or personal histories (KVKK Forms). In addition, data and content (names, photographs, case studies) are securely stored in schools.

With the work we do in the curriculum and information technology applications, we support students to raise awareness in order not to cause cyber abuse and bullying that they may encounter in the digital world or that they may perform themselves.

4.1.6 Physical Environment and Inspections

Once a month during each academic year, the Special Areas Supervision Committee supervises all areas of the school where children are present/occupied or absent/unoccupied. A member of the campus child protection team takes part in the Special Areas Supervision Team. Any open or problematic situation against the safety and protection of children is reported to the relevant units to be resolved as a matter of priority. In addition, the Foundation's Occupational Health and Safety Specialists hold Occupational Health and Safety Meetings at the campuses, monitor the physical safety of the campuses, and ensure that necessary measures are taken through Near Miss Notifications.

4.2. Child Protection Team

4.2.1. Foundation Child Protection Team: At the first board meeting held at the beginning of the academic year, representatives of the Foundation Child Protection Team are determined among the members of the Foundation Board of Directors and the Executive Board.

Feyziye Schools Foundation Child Protection Team consists of the following members:

- A Board Member;
- An Executive Board Member;
- Directorate of Educational Institutions
- Foundation Lawyer
- School Principals
- Ministry of Education Consultant
- Human Resources Manager

Under the coordination of the Director of Educational Institutions, the Foundation Child Protection Team meets twice a year, at the beginning and end of the academic year.

At the meetings, school principals report on the work of the Campus Child Protection Teams. The Foundation Child Protection Team evaluates the work carried out in the campuses within the scope of the "Child Protection Policy".

4.2.2 Campus Child Protection Team: Feyziye Schools Foundation recognises the importance of communication between schools on campus and establishes a child protection team at each campus. Team members are revised when there is a change of duty. The people who should be in this team are as follows:

- Psychological Counsellor(s)
- School Nurse/Doctor
- Deputy Director/Department Head (Kindergarten) representing each level
- School Principals

The tasks that campus child protection teams must fulfil regularly during the academic year are as follows:

1. Informs teachers, parents, staff and students about the Child Protection Programme.
2. Provides detailed information to new members of the school community.
3. Plans teacher and stakeholder trainings. Plans trainings for students and parents when necessary.
4. A representative of the board participates in the inspection of special areas.
5. If necessary, he/she liaises with child protection specialists for external support.
6. The team evaluates the review suggestions from the campuses and makes changes to the Child Protection Policy if necessary.
7. In case of any suspicion of child abuse, the person(s) who witnessed the incident/suspect about the incident is added to the child protection team, specific to the suspected incident. In addition to this person(s), the relevant deputy director and psychological counsellor of the level where the child who is thought to have been harmed is also included in the child protection team within the scope of the relevant incident.

4.3 Approaches of Claims

Within the scope of this policy, Feyziye Schools Foundation Işık Schools consider itself obliged to take the necessary action in cases of actual or suspected abuse or harm. All suspicions and concerns are dealt with in all aspects, regardless of who the accused and the harmed are and no matter how unbelievable the incident may seem. It is not for staff to decide whether child neglect/abuse has occurred. However, all employees have a mandatory responsibility to report any uncertain or suspicious situation or any suspicion or observation that something is not right. When a case of neglect/ abuse or accusation of neglect/ abuse is raised by a child or adult, the "Action Plan (Annex 1)" is followed. The person who is contacted about the accusation / who realises the accusation informs the school administration by filling out the "Incident Notification Form (Annex 2)". The school administration cooperates with psychological counsellors and the school's "Child Protection Team". The school administration and the school's "Child Protection Team" communicate with the family and/or official institutions about the problem. The process is followed up using the "Incident Tracking Form (Appendix 3)".

5. Linking Child Protection Policy with Other Policies

5.1. Language Policy

In addition to ensuring the emotional and physical safety of children at Feyziye Schools Foundation Işık Schools, the Language Policy supports their ability to express and communicate their feelings and thoughts. In this context, the language policy in our schools encourages children to develop their self-expression skills, while at the same time increasing their power to express situations such as abuse or neglect. The language policy also ensures that children learn to accept and respect their cultural and linguistic differences. The Child Protection Policy provides equal opportunities for reporting incidents in an internationally widely used language (English). Thus, the language policy, together with the child protection policy, forms the basis for a safe, supportive and inclusive environment at Feyziye Schools Foundation Işık Schools.

5.2. Inclusion Policy

In our school, all areas of development are supported by taking into account the individual diversity of students. Within the scope of the guiding values of our schools; a high quality education is provided for everyone by eliminating all kinds of prejudices and accepting diversity, including gender, age, race, ethnic origin, cultural, physical and intellectual ability, socio-economic status, religion, social cohesion and language. In our schools, educational programmes are open to all students who enrol. No student can be deprived of their right to education because of their differences. Students are covered in the cases specified in the Child Protection Policy, aiming to provide quality education for all, respecting their needs, abilities, characteristics and learning expectations, eliminating all forms of discrimination.

5.3. Assessment Policy

The reasons for the changes in children's academic and emotional development as a result of measurement and evaluation studies are also questioned within the scope of the Child Protection Policy. Differences in children's developmental areas and their individual needs are taken into consideration and differentiated education and the protective and preventive measures mentioned in the Child Protection Policy are taken.

5.4. Registration-Acceptance Policy

The student is informed about the school's Child Protection Policy. In line with the information received from the parents during enrolment, the student is followed up throughout the academic year in case of individual needs and measures are taken.

5.5. Distance Education Policy

All items in the Child Protection Policy also apply to the distance education process.

5.6. High Quality Education

In order to secure and support the principles and activities specified in the Child Protection Policy; in line with the awareness of investing in the future of the world and our country, differentiated pedagogical practices are included according to the diversity of student needs by focusing on individual differences. Ensuring that each student can benefit from teaching by taking into account individual differences and ensuring the continuity of teacher-student development is ensured through high quality education.

5.7.Global Citizenship

FMV Işık Schools aim to raise students with an international understanding that is sensitive to cultural values and supports social, emotional and physical development. In this process, the Child Protection Policy includes comprehensive measures to ensure that students realise intercultural interactions in a safe and respectful environment, consciously assume environmental and social responsibilities, and remain safe in digital environments. Based on the United Nations Convention on the Rights of the Child, each individual is encouraged to respect universal human rights.

5.8.Social - Emotional Learning

Social Emotional Learning Policy; "With the challenges and uncertainties brought by the global pandemic conditions, the social and emotional development of students and the well-being of education stakeholders have become the priority of both educators and families (Bond, 2020). Although social and emotional learning attracts great attention among educators all over the world in these challenging conditions, it is seen by educators as a missing part of education, not as a new trend." is associated with the Child Protection Policy in terms of supporting the well-being of the child and aiming to protect the child from possible social and emotional risks.

5.9.Academic Integrity

Feyziye Schools Foundation Işık Schools carry out its education and training approach by addressing all aspects of students' well-being. While trying to create ethical awareness in students with its academic integrity policy, it also aims to strengthen their production capacity by internalising the meanings of the terms labour, originality, intellectual property and creative expression.

It contributes to the development of their character strengths to be individuals who are productive and lifelong learners in line with the teaching outcomes applied in a holistic manner with all educational activities. It is a priority for our students to acquire honest, fair, sensitive, thinking, researching and evaluating personalities. In this direction, the development of their self-esteem and positive self-perception helps them to become individuals who respect the rights of others and protect their own rights.

5.10.Educational Technologies Policy

Digital Citizenship is defined as an individual's ability to use information technologies appropriately, considering both the benefits and risks in these areas. Digital Citizenship promotes the positive, safe, ethical, and responsible use of all electronic communication resources, including the internet, emerging technologies, smart devices, social networks, electronic applications, and publications.

The school administration supports the entire school community in using information and communication technologies responsibly and taking ownership in this area to foster a culture of Digital Citizenship. The primary goal of this policy is to ensure that students internalize these guidelines and integrate them into their lives. From this perspective, the Educational Technologies Policy raises awareness and protects children not only against cyber abuse but also against potential emotional and physical abuse.

5.11.Artificial Intelligence

The necessity of being protective and informative in situations where a child might be exposed to cyber abuse is also included in the Artificial Intelligence policy.

6. Policy Review Process

This policy will be reviewed regularly, not less than once during an academic year.

7. Conclusion

At Feyziye Schools Foundation Işık Schools, all stakeholders include child protection practices to ensure the well-being of children. In order to ensure that the Child Protection Policy is an up-to-date and living document, the issue is discussed at regular school board meetings. Corrective actions are planned and implemented for unachieved goals. All changes to this policy are communicated to the school community. The Child Protection Policy is reviewed by the committee members every academic year and changes are made when necessary. The Commission ensures that this policy is implemented, evaluated and new teachers are informed about the policy. This policy was reviewed by the policy committee in February-March 2024 and necessary changes were made.

8. Child Protection Policy Commission Members

FULL NAME	DUTY - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Presentative
Filiz ÇAPÇI	School Principal - 07N
Damla Gül SAPMAZ	School Principal - 06I
Alkım KÖKSAL	FMV Academic Coordinator
Didem ŞİRANUR	FMV Educational Projects Manager
Songül ERDOĞAN	FMV Işık Schools International Programmes Coordinator
Reyhan DURMUŞ	Vice Principal - 07F
Tolga YILMAZ	Vice Principal - 05E
Serhat KURT	Vice Principal - 05A
Derya KILIÇ	Head of Kindergarten Department - 07I
Mehmet Özgür ÇETİN	Head of Primary School Department - 06I
Özer DÜDÜKÇÜ	High School Department Head - 05A
Çağla İNCEOĞLU	Psychological Counsellor -- 06N
Duygu TÜKEK AYDIN	Psychological Counsellor -- 06E
Aslıhan DİKÇE	Psychological Counsellor -- 06A
Gizem YÜCEL	Psychological Counsellor -- 05N
Damla KESKİN	Psychological Counsellor -- 07N
Pınar YÜKSEL	Psychological Counsellor -- 05E
Serdal KAYA	English Teacher - 05I
Demet DEMİRBAŞ	English Teacher - 07F
Elif ÜNÜGÜR	Teacher- 07N
Ayşe YÜREĞİR	Teacher - 06I

05: FMV Işık High School -
Science High School
06: FMV Işık Primary School
07: FMV Işık Kindergarten

A: Ayazağa Campus
I: Ispartakule Campus
E: Erenkoy Campus
N: Nişantaşı Campus

Attachments

Action Plan
Incident Notification Form
Incident Tracking Form



IŞIK SCHOOLS

- Nişantaşı
- Ayazağa
- Erenköy
- Ispartakule
- Florya

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In addition to our academic achievements, with the diverse education we provide from science to technology, from sports to arts, success has been shining at Işık **since 1885!**